

## Textbook Alignment to the Utah Core –Choir 2

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Choir 2 Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Perform):** Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective A:</b> Produce a beautiful tone.			

•	Tone. Produce a balanced and free vocal tone with the body and breath working together.			
•	Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.			
•	Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.			
•	Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.			
•	Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.			
<b>Objective B: Demonstrate technical performance skills.</b>				
•	Perform rhythms accurately; e.g., attacks, releases, accents.			
•	Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns, sing various scales accurately.			
•	Hold melodic and harmonic parts successfully in three-part a cappella and accompanied choral music.			
•	Perform a range of dynamic contrasts and tempo changes with increasing control.			
•	Match vowel colors and tone qualities within an ensemble.			
•	Sing in musical phrases.			
<b>Objective C: Demonstrate notational literacy.</b>				
•	Explain correctly standard notation symbols in choral music.			
•	Demonstrate correct use of music symbols through writing dictated rhythms and pitches and singing from them.			
•	Sight-sing readily the pitches and rhythms of melodic patterns written in a variety of keys and time signatures.			
•	Develop reading fluency of unfamiliar songs.			
<b>Objective D: Demonstrate productive rehearsal habits.</b>				
•	Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance			

	habits.			
•	Demonstrate good care and use of the voice.			
•	Explain and/or teach the principles of any of the performance objectives to classmates as needed.			
•	Improve personal use of technical vocal terminology.			
•	Assist in the care of supplies, facilities, and equipment.			
<b>Objective E: Perform varied repertoire.</b>				
•	Demonstrate ability to communicate meaning through music.			
•	Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.			
•	Exhibit commendable performer and audience etiquette.			
<b>STANDARD II: (Create): Students will improvise and compose music.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Improvise rhythmic and melodic ideas and phrases.</b>				
•	Explore possibilities of sounds that can be produced with the voice.			
•	Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.			
•	Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.			
<b>Objective B: Record musical thoughts in standard notation.</b>				
•	Notate class and personal improvisations in a sketch book.			

<ul style="list-style-type: none"> <li>As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.</li> </ul>			
<b>STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>	<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>	<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Analyze and evaluate musical examples</b>			
<ul style="list-style-type: none"> <li>Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.</li> </ul>			
<ul style="list-style-type: none"> <li>Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes, identify the key (find and play the key/home note), identify the form (AB, ABA, rondo, theme and variations, etc.).</li> </ul>			
<ul style="list-style-type: none"> <li>Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.</li> </ul>			
<b>Objective B: Evaluate ensemble performances.</b>			
<ul style="list-style-type: none"> <li>List important criteria for determining the quality of a music performance.</li> </ul>			
<ul style="list-style-type: none"> <li>Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.</li> </ul>			
<ul style="list-style-type: none"> <li>Prescribe adjustments needed to strengthen individual and ensemble performance.</li> </ul>			
<ul style="list-style-type: none"> <li>Compare/contrast live music performances with recordings.</li> </ul>			
<b>Objective C: Document personal growth as a musician.</b>			
<ul style="list-style-type: none"> <li>Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.</li> </ul>			
<ul style="list-style-type: none"> <li>Organize and maintain records of completed work; e.g., recordings,</li> </ul>			

	journal writings, sketch book, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.			
•	Analyze how the quality of own work has affected the progress and performance of the whole group.			
<b>STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Examine how music relates to personal development and enjoyment of life.</b>				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
<b>Objective B: Experience how music connects us to history, culture, heritage, and community.</b>				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			

